

United Nations Development Programme



# Armenian National Qualifications Framework



## Concept Document for Discussion

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*The views expressed, in this document are those of the Author and may not necessarily represent the views of UNDP nor the Government of the Republic of Armenia*

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## Overview

All countries have **qualifications systems**, and these may be more or less diverse and more or less developed. **Qualifications frameworks**, which are being developed by countries around the world, offer a systematic way of classifying qualifications within a system using a hierarchy of levels. The National Qualifications Framework (NQF) should relate the different qualifications available in a country to each other in ways which allow the system to be more effective for employers and learners and to make it easier for individuals to pursue their own lifelong learning pathways through the system. A meta-framework has been developed and agreed by the European Commission to allow member States' national qualifications systems and frameworks to be brought together around a **common reference**. The European Qualifications Framework for Lifelong Learning (EQF) is a **meta-framework** because it functions as a **reference point and a translation device** making qualifications more readable within countries and between countries that want to reference their frameworks to the meta-framework.

The Government of Republic of Armenia is **aware** of the impact that high quality education and training has on a country in terms of sustainable **economic growth and social development**. The Government is also aware that in order to realise these opportunities, it must lead and contribute to making Armenia a country of highly educated and skilled people with easy access to qualifications, transfer between qualifications and progression from the lowest the highest qualification. Presently, the current system of qualification requires **change** and **development** and some aspects of the qualifications system **require radical change**. It is important that these changes in

the education and training system that lead to a qualification continue to develop values that are part of the Armenian culture and heritage.

Throughout the world, there is widespread consensus on the need for a radical reappraisal of traditional approaches to lifelong learning policies in order to make them relevant to the needs of to-day's society in term of increased globalisation, labour mobility and modern approaches to work and living. **Qualification frameworks are emerging in many countries with a common reference system that supports globalisation, labour mobility and lifelong learning. Armenia cannot stand apart from these developments.**

## **The Proposed Armenian Qualifications Framework**

The Armenian National Qualifications Framework (ANQF) is a **common reference system**, which will link difference levels and types of qualifications in a hierarchy from the lowest to the highest. It is also a system that will link Armenian qualifications to those of other countries that operate a national qualifications framework. This will enable learners and workers to **access** a qualification, **transfer** between qualifications and **progress** from one level to the next. It will also help individuals to move between countries or change jobs in the spirit of mobility and lifelong learning.

Firstly, the national qualifications framework is for **individuals** who want to access qualifications and be awarded recognition for their learning by means of awards in the form of certificates/diplomas/decrees/merits/medal etc in compliance with the standards for named professions or educational programmes.

Secondly, it is for **employers** who want to identify the most appropriate level of qualification for specific jobs in their business.

Thirdly, it is for **Government** to support learning and in estimating the approximate number of qualified persons at the various levels within the qualifications framework to meet Government economic policies for the different sectors of the economy.

## Eight Levels

There are **eight levels** in the ANQF, one being the lowest and eight being the highest. Levels **five to eight** in the ANQF represents the higher education area and level **one to five** represents the general and vocational education and training (VET). Level five is common to both the VET sector and higher education sector.

The **reason** why there are eight levels in the ANQF is because of ease in **placing** existing qualifications in the new framework and in **referencing** Armenian qualifications to the European Qualifications Framework (EQF).

## Level Descriptors

**Level descriptor** is a term that defines **learning outcomes** for each of the eight levels in the ANQF. In the simplest terms, it could be regarded as a specification for each level within the framework in terms of **Knowledge, Skill and Competence**

## Learning Outcomes

**Learning outcomes** are defined in terms of **knowledge, skills and competencies**, which indicate what a person actually **knows** and is able to **do**. **Learning outcomes** can be acquired in different contexts of learning, namely, the formal learning, (education and training) non-

formal (continuous professional development) and informal learning (work and living). Learning Outcomes:

- support a better match between the needs of the labour market and education and training provision;
- facilitate the validation of non-formal and informal learning; and,
- facilitate the transfer and use of qualifications across different countries and education and training systems.

## Knowledge

The **assimilation** of facts, feelings and experiences, known by a person or a group of people.

In the context European Qualification Framework, **Knowledge** is described as theoretical or factual.

## Skills

The **knowledge and experience** needed to perform a specific task or job.

In the context European Qualification Framework, **Skills** are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, material, tools, and instruments).

## Competence

Competence includes: i) **cognitive** competence involving the use of theory and concepts, as well as informal **tacit knowledge** gained experientially; ii) **functional competence** (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) **personal competence**

involving knowing how to conduct oneself in a specific situation; and iv) **ethical competence** involving the possession of certain personal and professional values.

In the context European Qualification Framework, **Competence** is described in terms of responsibility and autonomy.

## Qualifications

A qualification is the **right** to be deemed qualified for a named profession(s) at a particular level in the ANQF as a result of having the necessary knowledge, skills and competencies for a named qualification or learning programme.

A qualification can be achieved in different learning contexts and by way of building blocks in the form of **credits**.

## Credits

**Credit points** or simply **credits** within ANQF are allocated to qualifications and to the units that make up a qualification. A single unit or a number of units can be regarded as a module of learning. By **agreement**, and by Decree of Government, while having regard to Decree No 2307 dated 2005, a unified credit system is to be established for all eight levels of the system. The Ministry of Education and Science will make recommendations to Government with regard to credits for all levels within ANQF.

Credits represent the quantitative and qualitative value of learning outcomes that constitute the knowledge, skills and competences that must be acquired and assessed, regardless of the learning pathway. Example, 1 credit in a VET system can be equivalent to 10 hours of learning effort. All credits awarded shall be the subject of a quality

assurance that guarantees that the credits awarded meet the needs of standards set for a named professions or learning programme.

A system of credits makes it possible to break down a qualification or the objectives of a learning programme into units. Each unit is defined in terms of knowledge, skills and competences. It may be characterised by its size and relative importance, expressed in general by credit points (or credits) or other factors. Each unit can be validated and awarded separately and can have a **Unit Award consisting of a number of credits, which makes it possible to accumulate credits that will, over time, lead to a full qualification or the transfer of credits from one qualification to another qualification.**

## **The Proposed System**

The **core components** or core system for qualifications within the ANQF are:

- 1. Classification of Occupations**
- 2. Standards relating to learning outcomes based on level descriptors;**
- 3. Assessment processes;**
- 4. Awards (Certificates; Diplomas; Degrees; Merits; Medals); and**
- 5. National records of 1 to 4 above.**

### **1. Classification of Occupations**

Countries that use an occupational classifier for describing occupations, usually based the occupational classifier on an international classifier, such ISCO 08 (International Standard Classification of Occupations ILO)

and describes occupations and sub-occupations (professions) in terms of working conditions; educational and qualification requirements.

The occupational classifier has been designed with the intent to be a unified method of information collection and processing in order a) to improve international communication within the area of occupations, ensuring common understanding of statistics and b) to aid development of policies and decision-making of the education system are amongst a few of many uses.

The classifier has been included in the Integrated System of Information Classification and Encoding for Technical, Economic and Social Information (SICETESI)

The information in the occupational classifier contains the following coding system:

Occupational Code: 7 digits

Occupation name: eg. Farmer

Occupation information consisting of work conditions, educational requirements, qualifications code and the four digit occupational classifier code.

The information contained the occupational classifier is necessary for licensed professions, such as Doctor, Pilot, etc. However, the majority of professions in the labour market are not licensed professions and therefore only need a short version of the occupational classifier.

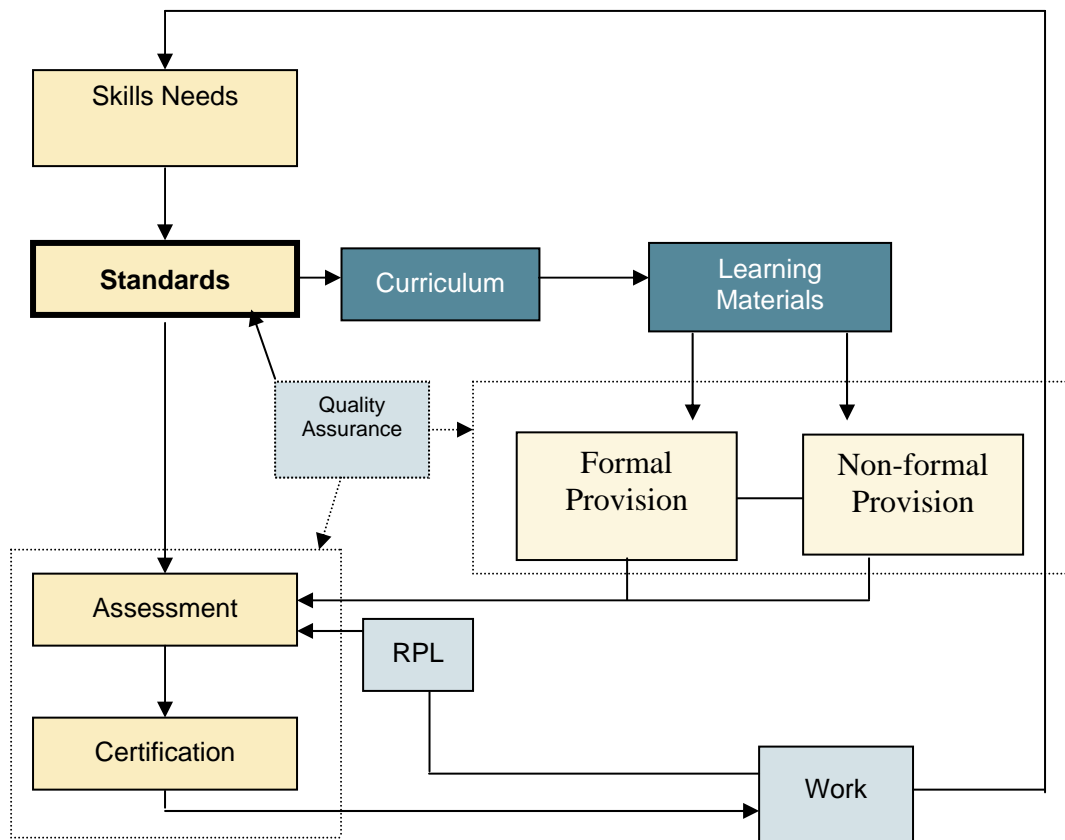
The short version of the classifier should contain the classifier information as outlined above and information pertaining to **roles** and **functions** for each non-licensed profession.

## 2. Standards

**Standards** are written in the form of learning outcomes, performance criteria and assessment requirements, in term of knowledge, Skills and competencies. Standards are based on the professional classifier and level descriptors. For level descriptors, see **Annex 1 and Annex 2**.

Within the context of the overall model for outcomes based learning, standards are a key component as outlined in Figure 1 Below.

**Figure 1 System components of the National Qualifications Framework**



**RPL=Recognition of Prior Learning**

### 3. Assessment

The **sum of methods and processes** used to evaluate the attainments (knowledge, skills and competences) of an individual, and typically leading to an award.

### 4. Awards

The formal (official) **outcome** of an assessment and validation process based on the assessment criteria set out for a particular qualification, usually in the form of:

- Certificate
- Higher certificate
- Diploma
- Higher Diploma
- Bachelor Degrees
- Post Graduate Diploma(s)
- Master Degrees
- Doctorate (PhD) Degrees
- Post Doctorate Diploma
- Merit (Example given to top 10 learners in the Country)
- Medal (Example Gold Medal 1<sup>st</sup> Place in the National Skills Completion)

The **Award Level** within the ANQF is clearly endorsed on the Award, example, ANQF L5, and in addition to a full award, the award can be minor, special purpose and supplementary.

Award of credits that do not make up a **full** qualification will be regarded and an “**Award Minor**”. Credits that go beyond the credits needed for a full qualification shall be regarded as “**Award Supplement**”. In occupations that have a number of specialisations (professions) a **Special Purpose Award** can be introduced. For Example, a “Safe Pass” award for all who work in the constructions industry or “Safe Hygiene” award for all health care workers.

Where **referencing** to an international framework such as EQF has taken place, then the national system of qualifications can be regarded as having equivalence, provided the system is validated by an international panel of experts.

In addition to the **award** of a qualification, some professions may need to be **licensed** in the public interest, such as drivers, pilots, doctors, gas installer, etc.

Awards can be issued by accredited awarding bodies within ANQF system.

## **5. The National Record**

The **national record** is a depository of information necessary for the functioning of the system. It consists of:

1. The national depository of the occupational classifier (List of occupations with information about each profession<sup>1</sup>);
2. The national depository of professional standards and assessment criteria;
3. The national record of awards issued to named persons; and,

## **Quality Assurance of the System**

If the national qualifications framework of Armenia is to stand up to international scrutiny it must have a built in mechanism of quality assurance

The core components of the ANQF be **quality assured**:

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<sup>1</sup> One occupation can have a number of professions

1. The occupational classifier is **peer reviewed** by the social partners based on **evidence** that the professions are relevant to the needs of the Armenian Economy and Society;
2. The standards and assessment criteria for each qualification are **quality assured** in compliance with the Levels and Level Descriptors within ANQF;
3. The assessment processes is **quality assured** to verify that assessment is in full compliance with and assessment criteria set out in the standard for a names profession/learning programme;
4. The award of qualification is **quality assured** based on validation that the award meets the standard set by way of assessment.

The Annual Report of Quality Assurance of the ANQF is published.

## Institutional Arrangements for ANQF

The **Ministry of Education and Science** has overall responsibility for the Armenian National Qualifications Framework. In partnership with other ministries and institutions of state, and the social partners, agreed competencies shall be delegated by **order** of respective bodies. The functions of the ANQF shall be carried out by **regulation(s)**.

## Getting Started

For a functioning ANQF, the following needs to done:

1. The **amendments** of existing education Laws to enable the Government of Armenia to adopt a **Government Decree** on the National qualifications Framework;
2. The adoption of **Government Decree** on Qualification Levels and Level Descriptors;

3. The establishment of **institutional arrangements** for the functioning of the ANQF system;
  4. The **placing** of existing qualifications in the ANQF;
  5. The **reissuing** of existing attestations of qualification(s) as per the new framework levels;
  6. The voluntary **referencing** of Armenian levels to EQF levels and level descriptors;
  7. The **incremental implementation** of the ANQF system; and,
- 
8. The **monitoring, reporting and evaluation** of the ANQF in terms of:
    - Efficiency;
    - Effectiveness;
    - Impact;
    - Relevance;
    - Sustainability.

## Annex 1 The European Qualifications Framework **Levels** and Level **Descriptors**

Each of the 8 levels is defined by a set of level descriptors indicating the learning outcomes relevant to qualifications at that level.		<b>Knowledge</b>	<b>Skills</b>	<b>Competencies</b>
Level 1	The learning outcomes relevant to Level 1 are:	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 2	The learning outcomes relevant to Level 2 are:	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study  Adapt own behaviour to circumstances in solving problems
Level 3	The learning outcomes relevant to Level 3 are:	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change  Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 4	The learning outcomes relevant to Level 4 are:	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change  review and develop performance of self and others

Level 5	The learning outcomes relevant to Level 5 are:	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts  Take responsibility for managing professional development of individuals and groups
Level 6	The learning outcomes relevant to Level 6 are:	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research  Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches  Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 7	The learning outcomes relevant to Level 7 are:	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.
Level 8	The learning outcomes relevant to Level 8 are:	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

<b>Annex 2</b>			
<b>The Armenian Levels and Level Descriptors proposed by National Institute for Labour and Social Issues (Mr. Garnik Nalbandyan)</b>			
<b>Level</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<b>1</b>	Elementary knowledge associated with writing, reading, simple arithmetic operations, cognitive faculties required to carry out simple tasks and to resolve certain standard problems	Initial basic skills required to carry out simple, standard tasks and operations (disassembling, assembling, cleaning, cutting, carrying and so on) in a familiar environment, manually or with simple manual tools, to select the necessary information and use it, to evaluate the work done.	Work or study under direct supervision in familiar and clearly specified conditions
<b>2</b>	Fundamental basic knowledge in the area of work or study, required to solve the proposed simple tasks that do not require professional orientation	Basic cognitive and practical skills aimed at the accomplishment of the proposed task and the resolution of routine problems by means of utilizing simple rules and tools that do not require professional orientation, application of the necessary information, assessment of the efficiency of the work done	Work or study under direct supervision in familiar and clearly specified conditions with some autonomy, responsibility for the results of the accomplished simple standard tasks and operations
<b>3</b>	Knowledge of the facts, principles, processes and general concepts in the area of work and study required to carry out professional activity and to resolve the proposed non standard tasks of medium level complexity	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Taking personal responsibility for the accomplishment of tasks during the work or study, in certain instances taking responsibility for the work accomplished by workers with lower qualification, adapting own behavior to circumstances in solving problems
<b>4</b>	Factual and theoretical knowledge in broad contexts within a field of work or study required to resolve the proposed complicated, non standard problems and to select comprehensive solutions and approaches during the accomplishment of professional activity	A range of cognitive and practical skills required to generate solutions to specific professional problems in a field of work or study, to carry out additional scrutiny of the proposed tasks, and to evaluate the efficiency of the deployed methods and obtained results	In a predictable but changeable environment, ability to organize and manage the processes of own work or study, ability to assume responsibility for the assessment and improvement of those processes, management and supervision of other workers' activity if so required, training of others in certain circumstances

5	Comprehensive, specialized, factual and theoretical knowledge within the field of work or study required to resolve the proposed complicated, non standard problems during the accomplishment of professional activity and, in certain cases, to substantiate the selected solutions	A comprehensive range of cognitive and practical skills required to develop creative solutions to the problems proposed during the professional activity and to evaluate the efficiency of the methods, actions and outcomes deployed during the resolution of those problems	In an unpredictable and changeable environment, ability to organize and manage the processes of own work and study, to supervise, if so required, the operations of other workers and to organize their employment activity and study, in certain instances participation in the distribution of material resources
6	Advanced professional, theoretical and practical knowledge in the area of work and study required for an all-embracing comprehension of theories and principles and for their critical assessment and development, for the awareness about various schools/disciplines and directions within the professional area, for their comparison and practical application	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study, to critically analyze and evaluate the complex information, to select, develop and adapt the required abilities, to employ the necessary methods in the course of professional activity, to develop those methods and to evaluate their efficiency	Taking responsibility for the organization and management of the work and study processes that may lead to significant changes or development in the surrounding environment, taking initiative for complex professional operations, demonstration of the ability of decision-making during the implementation of such operations, determining the role of other workers in the processes of work and study if so required, taking responsibility for those processes and for the development of professionalism among individuals and groups, high level autonomy in the course of work and study, possible participation in the process of planning and distribution of material resources
7	Highly specialized, contemporary, practical and theoretical knowledge in the field of work and study required for the development of new concepts and principles in the professional area and for the collection of data and information about the critical knowledge within the given field, as well as at the interface between fields	Specialized skills for critical analysis, for the assessment and interpretation of complex information, for the integration of knowledge from other fields in the area of specialization, for the accomplishment of prospective research work and resolution of complex problems during that process, for innovation in the area, for the development of new knowledge and procedures, for the selection of the required methods and approaches and for the assessment of the prospective and short-term results of the operations in the specialization area	Taking responsibility for the development and planning of processes that lead to essential changes and developments, high level of autonomy, initiation of complex processes and tasks and oversight of their implementation, responsibility for the introduction of new methods and development in the professional area, supervision of work and evaluation of the performance of other workers, planning and organization of their professional training, direct participation in the planning and distribution of material resources

<b>8</b>	Most advanced knowledge in the area of work and study at the interface of the professional sphere and other fields required for the development of new concepts, principles and theories based on the scientific and research work	Specialized skills required to solve critical problems associated with the reciprocal influence of a variety of complex factors in order to carry out scientific and research work, to create new principles and theories based on that work, to enlarge and redefine the existing knowledge and professional experience, to develop and implement prospective decisions at the interface of the professional sphere and other fields, to develop new methodologies and approaches, to evaluate the prospective and short-term outcomes of the activities within the professional and adjoining spheres	Taking responsibility for the planning and organization of the activities that lead to essential changes in the knowledge and experience within the professional area, ability to ensure high level of autonomy during the work activity, to enjoy superior reputation within the area of specialization, to lead and direct other workers, to organize the dissemination of new knowledge and methods, to independently plan and distribute material resources.
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**Annex 3 Alignment of existing and new qualifications within the proposed levels in the Armenian Qualifications Framework and indicative referencing to EQF and Bologna Framework**

ANQF Levels	Indicative Alignment of existing Armenian Qualifications	Indicative EQF referencing	Indicative Bologna Framework referencing
1	<ul style="list-style-type: none"> <li>Elementary education, final exam at the end of 4<sup>th</sup> grade</li> </ul>	1	
2	<ul style="list-style-type: none"> <li>Completion of compulsory education Grade 9 with basic professional orientation</li> <li>State Examination at the end of compulsory education</li> </ul>	2	
3	<ul style="list-style-type: none"> <li>Preliminary professional qualifications (craftsmen)</li> <li>State Matura (high school unified state exams)</li> </ul>	3	
4	<ul style="list-style-type: none"> <li>Middle professional qualifications (specialist)</li> </ul>	4	
5	<ul style="list-style-type: none"> <li>Medium level professional education and training</li> </ul>	5	Short cycle within the first cycle
6	<ul style="list-style-type: none"> <li>Higher education Bachelor's Decree Programme</li> <li>Specialist with Diploma</li> </ul>	6	First cycle
7	<ul style="list-style-type: none"> <li>Master Degree educational programme</li> <li>Higher Specialist with diploma</li> </ul>	7	Second cycle
8	<ul style="list-style-type: none"> <li>Doctorate (PhD)</li> <li>Post Doctorate</li> <li>Researcher Education Programme</li> </ul>	8	Third cycle


**Annex 4. Longer term perspectives of **Envisaged Qualifications** within the proposed levels in the Armenian Qualifications Framework and indicative referencing to EQF and Bologna Framework**

ANQF Levels	Long term <b>envisaged</b> Qualifications in the Armenian Qualifications Framework	Indicative EQF referencing	Indicative Bologna Framework referencing
1	- <b>Final Exam at end of 4<sup>th</sup> Grade</b> - <b>Level 1 Certificate for a named profession (New)<sup>2</sup></b>	1	
2	-Completion of compulsory education Grade 9 with basic professional orientation - <b>Level 2 Certificate for a named profession (New)</b>	2	
3	- State Matura -Preliminary professional (craftsmen) - <b>Level 3 Certificate for a named profession (New)</b>	3	
4	-Middle professional (specialist) - <b>Level 4 Certificate for a named profession (New)</b>	4	
5	- <b>Level 5 Higher Professional Specialist (New)</b> - <b>National Diploma (New)</b>	5	Short cycle within the first cycle
6	-Bachelor Degree - <b>Post graduate Specialist (New)</b>	6	First cycle
7	-Masters Degree - <b>Post graduate specialist (New)</b>	7	Second cycle
8	-Degree (Ph. D) - <b>Post Doctorate Degree</b>	8	Third cycle

<sup>2</sup> Note: Level 1 certificate can only be awarded after reaching the age when a person can enter the labour market.

## Annex 5 Armenian Qualifications Framework Indicative Alignment of Current Qualifications to EQF and Bologna Framework

General Education with Professional Orientation	VET	Higher Educaiton	Armenian Qualifications Framework	European Qualifications Framework	Bologna Framework	Present Armenian Qualifications
		✓	8	8	3 Cycle	PhD Doctorate
		✓	7	7	2 Cycle	Master Degree
		✓	6	6	1 Cycle	Bachelor Degree
			5	5	Short Cycle	
	✓		4	4		Middle Professional VET
✓	✓		3	3		State Matura Preliminary Professional VET
			2	2		Grade 9 Professional Orientation
			1	1		

 = The alignment of existing qualifications in Armenia to the proposed ANQA, EQF and Bologna Framework.

## Annex 6 Definitions

1. **Accreditation** refers to the process by which recognises the institutions which assess candidates and issue certificates and diplomas (assessment bodies) and any bodies which carry out other functions on behalf of the ANQA.
2. **Approval** refers to the process by which qualifications are recognised. The approval shall be given for a defined period and at the end of this period, the qualification will be subject to re-approval.
3. **Assessment** refers to the processes including examinations and tests used to gather, interpret and evaluate evidence of an individual's learning achievements - assessment for qualifications can only be carried out by institutions or bodies approved for this purpose and known as assessment bodies (these will normally be institutions providing education and training but this is not a requirement).
4. **Awards** is a generic term given to qualification certificates, diplomas, degrees, higher degrees, and other named attestations, such as medals etc,
5. **Credit** – a numerical value given to qualifications, or parts of qualifications, which represents the volume of learning required to achieve the qualification or a part of the qualification. Credit can be accumulated towards a qualification or transferred between qualifications or qualification systems.
6. **Candidate** (for a qualification) is any person seeking certification of learning achievements, whether acquired through formal, non-formal or informal learning.
7. **Certificate** is an official document attesting to a person's successful completion of a course, educational or training programme or the requirements for award of a qualification or recording partial completion of a qualification.
8. **Certification** is the process of recognising the achievements of candidates for qualifications through the award of a certificate or diploma or other.
9. **Competence** it is the ability to perform the activities based on the required standards, with the use of appropriate practical and theoretical knowledge, creative and practical skills and other habits such as taking the responsibility and independent work. The Competence determined in this form is the base for the levels and level descriptors of the Armenian National Qualifications Framework.
10. **Diploma** means a document given upon successful completion of an extensive education programme.
11. **European Qualifications Framework** refers to the framework of the European Union that provides a common reference point of qualification levels and descriptors enabling different national

qualifications frameworks to relate and communicate with each other.

12. **Learning outcomes** are statements of what a learner knows, understands and is able to do after completions of learning. Learning outcomes can be achieved by:
  - **Formal learning** refers to approved education programmes provided in licensed educational institutions based on standards and approved curriculum.
  - **Non-formal learning** refers to learning other than that provided through programmes covered by the definition of formal learning.
  - **Informal education** is learning resulting from daily life activities related to work, family or leisure. It is not structured and is usually non-intentional or random.
13. **Levels** (of qualification) are levels defined within the hierarchy of the National Qualifications Framework – levels are differentiated by increases in the complexity, depth and independence of learning.
14. **Level descriptors** are the brief sets of criteria, describing outcomes of learning, for determining the level of a qualification.
15. **Lifelong learning** covers all learning activities undertaken throughout life for the development of knowledge, skills and competencies.
16. **National Qualifications Framework (NQF)** is the national mechanism for classifying qualifications awarded within the National Qualification System according to a set of criteria defining levels and types of outcomes of learning – In Armenia referred to as ANQF.
17. **Occupation** is defined as work activity requiring knowledge, skills and competence acquired through learning.
18. **Profession/Specialty** is defined as an integrated system of knowledge, skills and competences necessary to carry out work activity towards a specific direction, endorsed by a corresponding document (diploma, certificate, license, authorization, etc) that is supported by various forms of learning.
19. **Progression and transfer** refers to the actions of progressing from one level of qualification to another within a hierarchy of levels, or of transferring learning from one field to another at the same level.
20. **Qualification** is an official recognition of achievement that recognizes completion of education or training or satisfactory performance in a test or examination
21. **Quality assurance** refers to the process by which the quality and consistency of qualification standards, assessment and certification are maintained.
22. **RPL (Recognition of prior learning)** means the process of evaluating the knowledge skills and/or wider competences which an

individual has previously acquired through formal, non-formal or informal learning in order to use it to give the individual guidance on progression, or entry to a course or qualification, or exemptions from part of a course or qualification or credit towards a qualification.

23. **Specialization** is defined as an integrated system of knowledge, skills and competences required to carry out specific narrow framework of activities within the range of Profession/Specialty, and endorsed by a corresponding document (diploma, certificate, license, authorization, etc) that is supported by various forms of education.
24. **Social Partners** are the organisations which collectively represent the state, employers, employees and learners.
25. **Standards** are measurable indicators of achievement, defined in terms of qualitative or quantitative criteria that are required to be achieved by candidates for the award of qualifications.